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ABSTRACT

The sixth meeting of the Council of Europe Network on school links and exchanges, held in Solothurn, Switzerland, from October 5-7, 1995, was attended by delegates from some 30 member states, observers from international and nongovernmental organizations, teacher trainers for school exchanges, and representatives of Swiss institutions and schools. Established 5 years ago on the initiative of the Council of Europe, the network was designed to develop exchanges among schools in all European countries. The Council for Cultural Co-operation (CDCC) is responsible for the Council of Europe's work on education and culture. The CDCC's programs contribute to the organization's three overarching policy objectives for the 1990s: (1) to protect, reinforce, and promote human rights and fundamental freedoms and pluralist democracy; (2) to promote an awareness of European identity; and (3) to search for common responses to the challenges facing European society. This document describes the conference's aims and program and summarizes the addresses and speeches, working groups' reports, the conference general report, and the network's activities. Appendices contain working group recommendations, working documents, and a list of participants. (LMI)

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School exchanges: a tool for mutual understanding in a multicultural society

Solothurn, Switzerland, 5-7 October 1995

Report of the Conference

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Council for Cultural Co-operation
Network on school links and exchanges

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The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has 39 member States[1], including the 15 members of the European Union. It is the widest intergovernmental and interparliamentary grouping in Europe, and has its headquarters in the French city of Strasbourg.

Only questions related to national defence are excluded from the Council of Europe's work, and the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth; health; environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is open to European countries that are not members of the Council of Europe, and it enables them to take part in the Organisation's programmes on education, culture, sport and youth. So far, 44 States have acceded to the European Cultural Convention: the Council of Europe's full member states plus Belarus, Bosnia Herzegovenia, Croatia, the Holy See, Monaco.

The **Council for Cultural Co-operation (the CDCC)** is responsible for the Council of Europe's work on **education** and **culture**. Four specialised committees – the Education Committee, the Standing Conference on University Problems, the Culture Committee and the Cultural Heritage Committee – help the CDCC to carry out its tasks under the European Cultural Convention. There is also a close working relationship between the CDCC and the regular conferences of specialised European ministers responsible for education, culture and cultural heritage.

The CDCC's programmes are an integral part of the Council of Europe's work, and, like the programmes in other sectors, they contribute to the Organisation's three over-arching policy objectives for the 1990s:

- the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;
- the promotion of an awareness of European identity;
- the search for common responses to the great challenges facing European society.

The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, its main priorities are projects on: the European dimension of secondary education; university co-operation; adult education and social change; modern languages; and the pooling of the results of educational research.

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1. Albania, Andorra, Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, the Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Slovak Republik, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom, Ukraine, The Former Yugoslave Republic of Macedonia.

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Council for Cultural Co-operation (CDCC)

A Secondary Education for Europe

School exchanges: a tool for mutual understanding in a multicultural society

Sixth Conference of the Network on school links and exchanges

Solothurn, Switzerland, 5 - 7 October 1995

General report

by

Jenny Hall

The opinions expressed in this work are those of the author and do not necessarily reflect the official policy of the Council for Cultural Co-operation of the Council of Europe.

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Acknowledgements

I would like to thank my Network colleagues who acted as group leaders and working group rapporteurs, and thus greatly facilitated my task as General Rapporteur.

Chapter I

Introduction and background

The sixth meeting of the Council of Europe Network on school links and exchanges, held in **Solothurn**, was attended by delegates from some 30 Member States, observers from international and non-governmental organisations, teacher trainers for school exchanges and representatives of Swiss institutions and schools specially concerned by the theme of the conference.

Established five years ago on the initiative of the Council of Europe, the Network took as its mission the development of links and exchanges between schools in all European countries, in particular in the new Member States or associate members of the Council. At subsequent meetings, national delegates and guest experts studied ways of supporting the efforts of educational teams to promote, develop and improve school exchanges.

In **Brighton** in 1991, thought was given chiefly to teacher training for international exchanges. In **Colle Val d'Elsa** in 1992, stress was laid on individual exchanges and intercultural learning. The **Stavanger** conference, also held in 1992, studied the place which might be taken in curricula by international pupil exchanges, and sought to redefine the Network's role and activities. In **Stockholm** in 1993, delegates and experts centred their discussion on the support that electronic links and the new communication technologies could provide to the development of school exchanges.

The fifth conference, held in **Bialobrzegi** in 1994, achieved the twofold objective adopted by its co-ordinating group. It showed how international school co-operation could be established and enriched by focusing on cultural themes. It also continued the reflection begun by the participants at earlier meetings on the progress of the Network's studies, the strengthening of its activities, possible themes for reflection, and operations and projects for the future.

Over the years co-operation between the Council of Europe and the members of the Network has become closer and more fruitful; this has created a climate of mutual confidence between those institutionally responsible for Member States' exchanges, based on a knowledge of the special situations, needs and aspirations of each country.

It has also resulted in the production and distribution of texts prepared by the ad hoc working groups set up by the Network, for example:

- Vade Mecum - Guide to school links and exchanges (1993)
- Training modules for exchanges (provisional version 1994)
- 'Links' Newsletter No. 1 - October 1995

The resolutions adopted in Madrid in March 1994 at the 18th session of the Standing Conference of Ministers of Education and by the Standing Conference of Local and Regional Authorities of Europe (Resolution 259 - 1994) welcomed and gave firm encouragement to the development of the Network's activities.

Chapter II

Aims and programme

The co-ordinating group entrusted with preparing the Solothurn conference had **two aims**:

1. To ensure continuation of the Network's activities, in particular by deepening reflection and developing the activities carried out in the workshops at the previous conference:

- exchange and dissemination of information among those conducting exchanges and institutional decision-makers,

- training for international pupil exchanges by activities addressed to teacher trainers and also to project co-ordinators and heads of schools,

- implementation of a pilot project "Eurovision 2000" to be used as a reference framework for conducting a project involving a network of schools,

- suggestions and recommendations for the Network's future activities.

2. To discuss the theme chosen on the lines begun by the conferences in Norway and Poland, but with a more ambitious moral and philosophical perspective which would also be more controversial. What was a stake was the challenge to be taken up by education systems in most European countries: how to promote mutual understanding and respect in a multicultural society. The conference proposed to examine to what extent and under what conditions school exchanges could help to promote the values inherent in human rights and citizenship, in particular tolerance, justice and solidarity.

The working method adopted was to establish a close link between workshop activities and subjects discussed in plenary session. Brief general reports and presentations of experiences were to provide food for thought to the working groups, which would be attended also by guest teachers and researchers and members of the Network.

The programme of the conference was as follows:

Wednesday, 4 October 1995

Afternoon	Arrival of participants
7 p.m.	Dinner
8.30 p.m.	Meeting of the co-ordinating group with the General Rapporteur and working group leaders

Thursday, 5 October 1995

9 a.m.	Network's own meeting
10.30 a.m.	Coffee break

11 a.m.	Official opening by:
	- Mr Alfred WYSER, Ministry of Education of the Canton of Solothurn
	- Mrs Verena TAYLOR, representing the Council of Europe
11.30 a.m.	Presentation of the Swiss education system by Mr Edo POGLIA
12.30 p.m.	Lunch
2 p.m.	Plenary Session: "Youth Exchanges, Multiculturality and Education in Europe" by Mrs Cristina ALLEMAN-GHIONDA
2.30 p.m.	Plenary Session: "Intercultural Learning in School Links and Exchanges". Experiences of pupils, teachers and parents by Mrs Mireille GROSJEAN and Mr Laurent HUGUENIN
3 p.m.	"The European Youth Campaign against Racism - Ongoing Activities in Switzerland" by Mrs Tania OGAY
3.30 p.m.	Coffee break
4 p.m.	Working groups (workshop meetings)
5.30 p.m.	End of work
6 p.m.	Visit to Solothurn
7 p.m.	Dinner
8.30 p.m.	Short presentations and exhibition

Friday, 6 October 1995

9 a.m.	Plenary Session: Presentations of Trilateral and Multilateral Experiences by Mrs Françoise FOUQUET and Mrs Eleonora SALVADORI
10 a.m.	Questions and discussion
10.30 a.m.	Coffee break
11 a.m.	Working Groups (workshops)
12.30 p.m.	Lunch
2 p.m.	Plenary Session: Presentations of Multilateral Experiences by Mr Harry GRIELEN and Mrs Elizabeth KHAWASKE
3 p.m.	Questions and discussion
3.30 p.m.	Coffee break

4 p.m.	Working Groups (workshops)
5.30 p.m.	Plenary Session: Intermediate Reports by Working Groups

Saturday, 7 October 1995

9 a.m.	Working Groups (workshops)
10.30 a.m.	Coffee break
11 a.m.	Meeting of rapporteurs and consultations among other participants
1 p.m.	Lunch
2.30 p.m.	Plenary Session: Presentation of Conclusions and Recommendations by the General Rapporteur
3 p.m.	Network's own meeting
3.30 p.m.	Official closure and end of work
4.30 p.m.	Departure for Berne
5.30 p.m.	Sightseeing
9 p.m.	Dinner

Chapter III

Plenary sessions - Addresses and speeches

On behalf of the Council of State of the Canton of Solothurn, Mr Alfred Wyser, former chief education officer of the canton, opened the conference and warmly welcomed the delegates meeting at Waldegg castle. He spoke of Solothurn's historical international mission and the pioneering role played by town and canton in promoting linguistic and cultural diversity and furthering youth exchanges, chiefly thanks to the action of the *CH*/Youth Exchanges Foundation with its headquarters in Solothurn, which had organised this meeting.

In her presentation, Mrs Verena Taylor conveyed the message sent by the Council of Europe to the members of the Network and to the Swiss organisers and participants. In a world where intolerance increased in proportion to ignorance, while schools provided an element of national cohesion since they also had to teach young people to live in a multicultural society. Organised in a spirit of mutual respect, international pupil links and exchanges were advancing the construction of Europe. The Council of Europe's Network was responsible for developing and improving these links. Now that it was established on a sound footing, the Network must continue to develop so as to take up new challenges such as welcoming and informing new partners and planning new projects which might eventually assume an extra-European dimension.

The following speakers provided as it were a field survey of the Swiss education system and educational experiments carried out in Switzerland, Europe and the world with regard to school exchanges.

Mr Edo Poglia, Secretary-General of the Swiss Science Council, noted the specificity of Swiss institutions and its effects on an education system which was characterised by extreme diversity. The organisation and duration of compulsory education, curricula content and orientations, diplomas, and the degree of autonomy of schools in respect of federal, cantonal and communal authorities varied considerably from one canton to the next.

However, there were various factors working for homogeneity, thanks to co-ordinating measures between the cantonal education authorities concerning school objectives and curricula, and also to federal regulations in some sectors, in particular that of vocational training and teaching. On the whole, the education system might be surprising, but it worked well. Assessment indicators showed very satisfactory results as regards the disconcerting, level of training and the knowledge and skills acquired. In addition, there was a relatively low level of unemployment. However, some critical elements were appearing, offset by the introduction of structural reforms and innovations in the teaching and training field.

For some 30 years the special problems linked to Swiss linguistic regions and the presence of pupils with different languages and cultures had given rise to lively, but comparatively less heated debates than in other countries, on policies and practices in assimilation, integration and cultural education. These questions had become central to the thinking in the working groups, particularly working group no. 4.

The other communications in plenary session dealt with school exchanges as a field for education experiments, for example as regards an intercultural opening, education in human rights and their attendant values - understanding and respecting other people, tolerance, justice and solidarity.

Mrs Cristina Alleman-Ghionda reviewed the discussion she was currently presiding at the University of Berne on multiculturality and intercultural education, with its social and political issues and risks, for example that of strengthening stereotypes or encouraging process in which ethnic groups became more pronounced.

She began by reviewing various approaches to cultural pluralism in education, and showed how the choices made here were closely linked to national education policies and strategies.

In the light of the typology set out in the first part of her report, , she studied to what extent and under what conditions youth exchanges represented a form of inter- or multicultural education and might contribute to "educating Europe". Preparations for successful school exchanges required intercultural learning aimed at deconstructing stereotypes by helping young people to discover the sources of xenophobia, racism and fear of the Other. It also required a different way of teaching history and geography which would make pupils understand the global issues, and a teaching of languages which would develop strategic abilities to communicate, taking into account for example body language and different representations of space and time.

This way of presenting the problem aroused a variety of reactions from participants, who criticised inadequate teacher training in heightening awareness to interculturality, and the counterproductive effect of exchanges which partook more of the nature of school tourist activities. Starting from a similar theoretical approach, Mrs Mireille Grosjean and Mr Laurent HUGuenin presented a case study based on international exchanges between a college and a lycée in La Chaux-de-Fonds - a canton of Neufchâtel - with Central and Eastern European partners.

The author of the practical guide to "Ready-to-operate class exchanges" noted the factors to be taken into account and the strategies required if school exchanges were to become a vector of intercultural learning. The main elements in ensuring the success of these activities were given practical illustration in accounts by the school heads concerned; also by the testimony account of a mother and two pupils who gave a first-hand account of their experience, starting with the preparatory stage, and each taking his or her share of responsibility in the community enterprise. This account showed that it was vital that rigorous psychological, linguistic and pedagogical considerations should provide the general setting for the preparation, implementation and follow-up of all youth exchanges, on the understanding that this overall pattern should be flexibly adapted to each particular case.

The last account of activities conducted in Switzerland from an intercultural viewpoint concerned the "All different - All equal" campaign which came to an end on 9 November 1995. A preliminary assessment was given by Mrs Tania Ogay, co-president of the Swiss committee responsible for organising this campaign against xenophobia, racism, anti-Semitism and intolerance.

The Heads of State and Government of the member countries of the Council of Europe meeting in Vienna in the autumn of 1993 had decided on the campaign, whose implementation was entrusted to a committee consisting of representatives of youth associations, anti-racist organisations and a number of political parties.

General information for the public at large was provided by a large-scale poster campaign lasting two weeks. Several sports and cultural events were organised throughout the country under the patronage of the national campaign committee, the target public being adolescents.

Half of the budget available was devoted to funding projects carried out by youth groups with a view to promoting tolerance in Switzerland.

Like previous speakers, Mrs Ogay stressed the difficulties to be overcome: how to avoid superficiality in presenting the campaign to the different types of public; how to reach out to those in whom the fact of being different created distrust, while at the same time allowing those who were already convinced to speak; how to help young people with projects to suggest, with due account for the limitations on voluntary work, what were the precautions to be taken in "playing the media" while conveying a positive message without denunciation or preachifying.

Speakers on the second day of the conference dealt mainly with their experience of training trainers and of instituting school partnerships in Europe. Other speakers described activities elsewhere throughout the world slanted on the same lines of approach.

Mrs Eleonora Salvadori, co-ordinator of a pilot project for a multilateral school partnership on the theme of integration and multiculturalism in Europe, described its objectives, different stages, the problems raised and the knowledge acquired by the teachers and pupils concerned by close co-operation between eight lycées in seven European Union countries. This was an ambitious four-year project, with ten programme and evaluation meetings for teachers and a great number of meetings of pupils.

The arrangements made to carry out a pupil-centred educational project involved a group of teachers who acquired intercultural skills in a non-programmed flexible process of self-training during which a number of unforeseeable variables arose as needs became apparent.

The teachers involved taught six different subjects. They had to learn to compare systems in which the division of subjects and curricula content differed, compare apparently contradictory educational approaches, construct together teaching units dealing with the project theme, translate, distribute and analyse the findings of a sociological questionnaire prepared by the University of Pavia, explain divergences, harmonise constraints, negotiate, innovate and produce practical results.

An action/research project of this kind called for adapting and modifying approaches both to individual subjects and transversally with regard to the problems of intercultural communication. On completion of the project, the heterogeneous group of delegates who had met for the first time in 1991, had become a team of partners who had learned how to co-operate and build up a solid network on original lines.

Mrs Salvadori then described the active participation by pupils at all stages of the experiment, their development over the 13 bilateral, quadrilateral and multilateral meetings held, their gradual acquisition of autonomy in running learning activities and their awareness of citizenship. However, it was noticeable that while multilateral meetings resulted in dissolving national groups in which young people shared the same values, the stereotyped representations of others entertained by adults continued to weigh heavily on young people, since they continued to be widely disseminated by the media.

On the theme of promoting intercultural learning, Mrs Françoise Fouquet presented a trilateral training course for trainers provided by OFAJ during three sessions divided up over a year in each of the three countries concerned.

The overall objective was to encourage the 30 German, British and French trainers seriously to question their own cultural and social assumptions and those of their partners. Questions and counter-questions, and an exchange of views were used to reflect on methods which might be employed in training courses for group leaders and methods which might be also applied to youth meetings. Training contents were gradually worked out by means of a dialogue between trainers, which was not always easy.

The first seminar, held in Berlin, studied the structuring of time, historical relationships and an awareness of individual frames of reference. The second seminar, in Manchester, dealt with the structuring of space, relations with other countries in the world and other regions, and the social organisation of urban areas. It prepared the third meeting by examining the relations between individuals, groups and the State, for example in multicultural districts characterised by community-type development. The Toulouse meeting dealt with the notion of identity (regional, national, European), the linking of different political cultures with family systems and the basic relationships between language and culture.

The two speeches above were followed by lively debate on subjects such as practical ways of organising meetings of trainers, teachers and pupils, the notion of identity, language problems, the treatment of subjects involving situations of conflict, and how to give momentum to training by the use of questions.

The last speeches were concerned with a worldwide perspective.

Mr Harry Grielen noted the support given to individual and collective pupil exchanges by the international bodies EFIL and AFS which he represented at this conference.

Mrs Elizabeth Khawashke explained how the system of UNESCO Associated Schools had been set up and developed over its 42 years of life, passing from 33 schools in 15 countries in 1953 to 3,300 in 122 countries in 1995. She also noted the priority themes on which pupils and teachers met and worked: peace, human rights, democracy, solidarity, intercultural learning - since 1975 - and the protection and safeguarding of the environment, which had culminated in 1992 in the Rio Summit meeting. Activities of all kinds had taken place in 1995, the Year of Tolerance, and many texts and drawings produced by young people had been circulated.

Unesco provided logistical and pedagogical support to the Associated Schools, gave further training to teachers, furbished premises, organised cultural festivals, financed heritage classes and international meetings, promoted North-South and East-West links and exchanges between schools, was setting up a network for distance correspondence, helping to create a climate of mutual respect in multicultural communities and encouraging projects of regional educational co-operation such as that in the Baltic Sea, the Caribbean, the Mediterranean and the Gulf countries.

All the speeches made in plenary session amply demonstrated the wealth and diversity of experiments with school links and exchanges. It should however be noted that even when well prepared, these experiments gave rise to a range of varied questions on points such as the driving force behind training, the transferability of models, the constitution of networks, interdisciplinary and intercultural teaching and education relating to values.

Chapter IV

Working groups' reports

At the Stockholm and Bialobrzegi conferences, the Network members and experts involved in the various workshops undertook to keep in touch between the annual meetings and to continue co-operating so as to promote and give shape to the various projects discussed which they wished to see through to a successful conclusion. Co-operation had been effective and fruitful. In Solothurn, it was necessary above all to review ongoing activities, discuss the objectives and content of projects and determine the subsequent stages of their implementation, dissemination and, as necessary, evaluation. The first three workshops had a clear mission and the participants had sought to fulfil this as effectively as possible.

* ***Workshop No. 1: A framework for teacher training for school links and exchanges***

The group consisted of experienced experts accustomed to working together, Network members already familiar with the subject and others who had still everything to learn and wished to draw both on their colleagues' ideas and receive practical assistance from them. Participants' expectations thus differed and made the task particularly complex for the group leaders. While some wished to deepen the subject by direct conceptual and theoretical research, in the framework of the Network, together with practical experiments in the training of trainers, others thought one should make use of the experience acquired by the pilot group to set up training activities where these did not exist, adapting them with appropriate strategies to local conditions.

With a view to a faithful reflection of the content and conclusions of the debates, the text below is a translation of the final report communicated to us.

Field survey

The working group reviewed the implementation of continuing training courses for teacher trainers held in 1994 in Austria and Hungary, terminating in October 1995 in Italy with an evaluation seminar. In the event that similar training courses were organised in future, the following suggestions were put forward:

- training courses should involve a smaller number of countries and thus be less complicated to run; the result would be a greater number of courses so as to enable the greatest possible number of Council of Europe member countries to participate;

- between seminars, regular support should be provided to participants;

- special attention should be paid to advance publicity for courses, the professional profile required of participants and their selection and preparation.

Perspectives

As regards activities to be envisaged, the working group thought that the Council of Europe should stress the training of trainers with a view to setting up and developing a network of active, experienced trainers in the field of school links and exchanges. The group also referred

to the recommendations put forward in Poland and suggested that they should be put into effect in the near future.

It also suggested that short- and long-term measures be taken simultaneously:

· Long-term

A group of experts should outline a teacher training programme for school links and exchanges. This proposal would be widely circulated for consultation (Network members and others) and for finishing touches so that the programme could be finalised within a year. The working group listed a number of ideas which might be communicated to the expert group.

· Short term

The following recommendations should be implemented as soon as possible:

- completion and publication of the document: "A framework for teacher training for school links and exchanges" (formerly entitled "Training Modules"). It was also suggested that the document be translated into languages other than English and French and should be so designed as to allow of the addition of new case studies in a later edition;

- experimenting on the training modules described in the above document. Member countries were urged to institute such training activities under the Council of Europe's Continuing Teacher Training Programme;

- publication of a report on the three conferences held in Austria, Hungary and Italy on teacher training for school links and exchanges;

- preparation and supply to Member States and their training institutions of a list of trainers and institutions with experience in this field (this might be included in an appendix to the Vade Mecum);

- constitution of a list of publications on the training of teachers for school links and exchanges by adding to the existing bibliography which might also be included as an appendix to the Vade Mecum;

- electronic dissemination (by the Internet or any other distance network) of information on teacher training in this subject (reports, publications, courses, experienced trainers, etc.). Here it was thought that reconsideration should be given to the project for setting up internal communication between the Network members by means of e-mail. Such a system should be linked up as far as possible with that to be established between the national agencies of the SOCRATES Programme;

- requesting the Council of Europe, if possible, to help to fund the travel of experienced trainers in Member States prepared to undertake training activities in the field of school links and exchanges;

- encouraging co-operation between the Council of Europe and the European Union as regards teacher training for school links and exchanges, so as to

create synergy between the experience and know-how of Council of Europe networks and the resources available to the European Union. Co-operation should also help to guarantee and even improve the quality of training activities and of school links and exchanges in Europe.

Funding:

It was suggested that the Council of Europe might be approached for special financial assistance for this type of training activities and for the implementation of the programme, which would be prepared by the group of experts referred to above.

The workshop participants prepared a proposed programme for training teachers in the management of exchanges and the carrying out of intercultural learning experiments. Their suggestions and recommendations are contained in Appendix 1.

* ***Workshop No. 2: Communication strategies***

This was a relatively restricted working group. Participants began by referring to the reflections and recommendations of the conference held in Stockholm on this theme in 1993.

The question was how to spread information on the Network's activities and achievements and on action undertaken in Council of Europe member countries in the field of school links and exchanges, making use of flexible, efficient and inexpensive communication strategies. It was agreed that information should be conveyed in several directions: within the Network at national authority level, between Network members and schools in each country - directly or through intermediary bodies - and also between schools in all countries.

The first subject discussed by the workshop was the Network's newsletter 'Links' whose first issue published in 1994 had been warmly welcomed. The next two issues were to come out in October and December 1995. The essential precondition for continuing the newsletter was the observance of a strict timetable for the submission of contributions as follows:

No. 3 to be published in September 1996, articles to be submitted by 1 May 1996
No. 4 to be published in March 1997, articles should be submitted by 15 November 1996

It would also be advisable for a working group delegate to be involved in its production, in consultation with the newsletter's editor at the Council of Europe.

The subjects to be dealt with should be the same as those covered to date. To these might be added intermediate reports on projects carried out in the framework of the Network's working groups, information on preparations for the annual conference, the updated list of addresses of Network members linked by E-mail and a new section for the prospection of new partners.

Conference delegates were invited to inform the Secretariat as soon as possible of the number of copies they needed for their countries.

Discussion took place on how relevant the newsletter would be if it did not come out periodically. It was suggested that should the publication of 'Links' be interrupted, information

on school exchanges should be included in 'Faits nouveaux', which seemed to enjoy wider circulation among institutional decision-makers.

The second subject was distance correspondence and the new technologies. Ways were discussed of extending the possibilities of genuine communication between members already linked by E-mail and how to convince others of the interest of this form of networking. Discussion on the new technologies showed that some delegates had the same apprehensions and reservations as in previous years, particularly in view of the disparities between the different countries as regards equipment.

Lengthy discussion took place on updating the Vade Mecum - Practical guide to school links and exchanges - which had been prepared by the Network members and produced by Roger SAVAGE between 1988 and 1992. Given its flexible format, intended precisely to facilitate updating, the present chapters should be supplemented, remodelled and given greater depth. The task might be shared by a few Network members who would take individual responsibility, as appropriate with support from their national authority.

The overall layout of the new guide would be as follows:

Part one: Links and exchanges (Practical introduction)

More specific material should be included on the institution of bilateral and multilateral links on the basis of acquired experience, their inclusion in new curricula and everyday school life, and the financial management of exchanges. The existing chapter would also be rounded off by theoretical reflection on the theme of intercultural education and a terminological glossary (the idea of interdisciplinary the pluri- or multicultural context, etc.).

Part two: Case study

The examples chosen reflected the know-how and experience acquired in the different member countries since 1992. New ways of organising exchanges would be described on the basis of a questionnaire to be drawn up

Part three: Situation in each country

The question was whether the responsible national officials should present the current situation and procedures in force on the lines of the present layout, or whether this should be completely overhauled.

Additional information should be compiled for inclusion in one or more chapters:

- Addresses of national agencies, non-governmental organisations and national or international associations managing and/or supporting school links and exchanges;

- Addresses, telephone numbers, etc. of training bodies and trainers concerned with school links and exchanges;

- Regional or international bodies which might help to fund educational projects for youth exchanges;

- List of the most important electronic data banks on educational services and the possibilities of financial support (European Union, Council of Europe, OECD, Unesco, etc.);

- Selective bibliography on the practice and theory of school links and exchanges and international school partnerships.

As an efficient time-saving solution, the group proposed that the updating be carried out in part by the Hungarian delegate with assistance from other Network members.

* ***Workshop No. 3: Pilot projects***

The workshop's first meeting dealt with the pilot project for a multilateral school partnership, which had raised enthusiastic and impassioned discussion in Bialobrzegi as regards both the thematic fields and the conditions for implementing and funding the three projects envisaged. Financial constraints led the Secretariat and the pilot project's steering committee to concentrate on the art project originally entitled "Monument of the New Millennium" designed for all secondary school pupils. This should be remodelled for 15 and 16-year-olds under the title "Eurovisions", while retaining the key elements of the original projects.

The purpose of "Eurovisions" is to establish international dialogue between adolescents in different countries on the idea of Europe, based on the production and comparison of community art works. It was agreed to proceed by:

- Choosing six European schools representing different cultural regions of Europe (Austria, Cyprus, Croatia, Estonia, France and Ireland) from among the candidates proposed by the national education services;

- Inviting pupils from a Tunisian lycée and a Canadian school to add an external viewpoint to this vision of Europe;

- Preparing the work to be done during the academic year by the eight schools chosen at a meeting of heads of project to be held in September 1995. These heads of project would also attend at Colle Val d'Elsa, in Italy, between 29 November and 3 December 1995, a general training seminar on intercultural learning (history of Europe, everyday life and culture, education systems, the general conduct of pilot projects). At that meeting, consultation would continue on the implementation of, and follow-up to, "Eurovisions";

- Producing during the school year a collage by each lycée on the theme of "Europe as I imagine it in the year 2000";

- Holding in Strasbourg in June 1996 an international session to be attended by national delegations each consisting of seven pupils accompanied by a teacher. Redistributed in international groups, the young people would produce new collages which would also be analysed and discussed so as to bring out a more overall idea of Europe.

The workshop then discussed the precautions to be taken and recommendations to be made for the conduct of the pilot project in 1995-1996, its evaluation, the dissemination of the results and the prospects for embarking on other projects.

Both local education authorities and school heads would be invited to give closer support to the project. The teaching teams and all the young people should be informed and involved, and a first report on progress with each mock-up should be planned for March 1996.

Evaluation would deal mainly with the project's impact on the participating young people and teachers, and would be based on open questionnaires filled in by each participant before and after the international meeting in Strasbourg. This experiment and its results would be reviewed in a publication for fairly wide distribution which would be a useful educational tool for those promoting this type of project.

In the future, the participating schools might continue co-operation in the form they saw fit, and as appropriate extend the benefit of their experience to schools in their region prepared to undertake pilot projects at the instigation of or with the support of local education authorities.

As in the other workshops, the participants stressed what should be borne in mind if intercultural multilateral exchanges were to be successful:

- exploiting individual contacts and exchanges as a follow-up to school exchange, and the educational strategies used in multinational classes,

- combining youth and school exchanges, particularly in connection with the training of group leaders,

- giving greater study to qualitative evaluation and its requirements,

- instituting more systematic training for teachers and school heads in community and individual pupil exchanges.

In conclusion, the working group thought that plans should be made to continue the pilot project and that this should be proposed to the Council of Europe for 1997. Preparations would be made at no additional cost in connection with the Strasbourg meeting and during the next Network conference to be held in Croatia in September 1996.

* ***Workshop No. 4: Curricula development in the context of action to combat intolerance***

It seems almost impossible to review the activities of the fourth workshop. No review could reflect the wealth and liveliness of the discussion arising from the broad scope of the field suggested for investigation.

Carrying on from a study begun in Stavanger in 1992, it was agreed to the anchor discussion on the place accorded in curricula to training young people in citizenship and the principles of democracy and human rights; in accordance with the statement of the problem contained in the title of the Solothurn conference, the workshop would then consider the extent to which school links and exchanges could help to achieve the educational objectives included in member countries' official programmes and instructions.

This statement of the problem continues directly on from the European Youth Campaign against racism, xenophobia, anti-semitism and intolerance launched in Vienna in 1993 at the summit meeting of Heads of State and Governments of the Council of Europe. It is also to be

found in the intercultural activities undertaken in the context of the International Year of Tolerance proclaimed by the United Nations in 1995.

It is also vital that the Network members should keep as a continuing reference the resolutions on education for democracy, human rights and tolerance and on the promotion of school links and exchanges adopted in Madrid in March 1994 at the 18th session of the Standing Conference of European Ministers of Education.

Discussion therefore started off with a reminder of the considerations adduced and the recommendations contained in these resolutions which could serve as an introduction to a common study.

After these preliminaries, the participants studied the ways in which the promotion of the reference values was included in official texts - framework laws on education, preambles, syllabuses, etc. - in the different countries, and whether, or how these principles were applied in practice in the operation of the various education systems, with the accompanying educational strategies.

The Norwegian and Spanish approaches showed the variety of forms in which key principles were set forth and the practical arrangements made to apply them in curricula content, in the recommended transversal activities and in actual current practice.

The working documents appended to this report reveal the similarity of the aims of education - namely the fulfilment of pupils' abilities and personalities - and the diversity of their presentation, reflecting the spirit of each country.

Delegates reflected on the many varied ways of putting theory into practice and promoting the stated values, with special emphasis on the wealth of experiments focusing on cultural itineraries and multilateral activities linked to the protection of the art heritage of European towns.

They examined to the widest possible extent the problems posed by intercultural education. Who should transmit values and how? The family? The school? Who can provide education for freedom and responsibility? Can a new kind of secularism be taken as a common law? How can one restructure the teaching of subjects such as history in a less national, not to say nationalistic, perspective? How can one institute a deliberately interdisciplinary educational method? How can one train teachers to teach tolerance in a way which will not be pedantic, and to be aware of their own set ideas as regards social, moral and religious values?

The main elements of the discussion and the proposals by the working group are summarised in the final document by the Rapporteur. The paragraphs below have been translated as faithfully as possible.

"**Unanimous agreement was reached on the following points:**

- School exchanges are a specially useful tool for achieving the Network's objective, in particular in a multicultural educational context. The group thought that it should draw up the proposals formulated below.

- These proposals could also help to promote and support Council of Europe activities in other fields, in particular the European Youth Campaign against racism, xenophobia, anti-semitism and intolerance.

- Promoting human rights teaching gives a positive (and necessary) response to intolerance.

Text of proposals:

- Draw up a list of existing official documents on national curricula. Identify the extent to which they refer to the teaching of human rights, values and morals, and to the activities carried out in these fields.

The group anticipated the results of the investigation by assuming that there would probably be some degree of uniformity in the expression of objectives, but thought that the exercise was worth trying for a number of reasons, if only to provide models for future national curricula or suggest measures which might meet growing expectations.

- Compile a sample list of interesting practices in the field of intercultural education (by which is meant education in human rights, values, morals, etc.) in specific places where various forms of tension are to be seen (so-called "sensitive" zones, zones of unrest and even explosive zones). It was agreed that working in such a field involved highly varied activities, frequently unofficial, in some cases even ideologically committed, and that this required a thorough knowledge of each country's education policy.

- These two lists should be carefully scrutinised, preferably before the Network meeting in 1996, since it was felt that the next conference would be especially important in this respect. The need to work out an early response limits the field to be explored, the number of documents to be studied and the examples of innovations to be compiled. It will probably be necessary to work out a classification system to analyse material in the light of the proposed objective: placing human rights teaching, the ethical dimension, etc. at the centre of the problem of school links and exchanges and activities carried out in fields such as the above-mentioned European Youth Campaign.

- It will be necessary to plan financing for this study so that it can be completed on time.

Expected results:

- Granting priority to human rights and other values when school exchange activities and other similar activities are instituted.

- Providing examples of innovatory practices in this field which might be useful to others in view of the foreseeable appearance of new phenomena of unrest."

Chapter V

General report, network's activities and official closure

This general report has tried to describe as faithfully as possible the content of the communications and discussions over the three days, to evoke the climate, identify major trends and formulate (or translate) the suggestions and proposals by the four working groups.

Since these various aspects have been set out at length in the preceding chapters, we shall make only some general comments on the highlights of the conference:

- insistence on ethical and philosophical educational objectives;
- vision of a Europe which is both generous and rich in its diversity;
- involvement of all participants in deeper theoretical reflection on topical questions, in some cases hotly debated and controversial, to which the education systems in most countries are required to respond;
- determination to co-operate in trying out varied and coherent strategies designed to set up a network of participating schools and to prepare all the actors concerned to work efficiently together;
- a dynamic statement of the intercultural educational approach bearing in mind its complexity:
  - lack of consensus on the content of reference ideas
  - the number and variety of parameters to be considered in working out training projects for teachers and trainers and successful experiments in partnerships between schools,
  - permanent improvements to be made in the course of the projects undertaken.
- A spirit of mutual understanding and reciprocal trust between the Network's members which grows increasingly stronger in time.

The Network:

The conference also provided an opportunity of reviewing the progress of operations begun by the Network's working groups, since its overall approach to the problem was closely linked with long-standing information, research and experimental activities.

A specific and clear-sighted stock-taking revealed gaps to be filled, the obstacles encountered, the procedures adopted and results already obtained.

The members of the Network opted for a deliberately dynamic approach by reaffirming their commitment to continue their work for the future. They listed clearly the short and long-term measures they proposed to take, the steps to be adopted and the recommendations to be formulated so as to complete ongoing operations and pilot projects, and plan new ones. It is

unnecessary here to repeat the proposals already recorded at the end of the reports by each workshop or the proposals contained in the appendices.

The final meeting of the Network members gave Mrs Verena Taylor the opportunity of replying to some of the questions raised by these proposals.

It is for the Network members and their specific working groups to prepare a list of priorities accompanied with a precise timetable.

Member countries should seek to contribute actively towards planned present and future operations. The Council of Europe will seek to respond to expectations and take the necessary back-up measures as far as lies in its power.

Effective co-operation might be instituted with the European Commission directorates working on the same lines, for example DG XXII in the framework of the SOCRATES Programme. To this end, it would be advisable for Network members who also co-operate in community programmes to give their colleagues the benefit of their experience, particularly as regards partnerships between schools and the implementation of the European dimension of education.

The Network members were invited to make their proposals for the organisation of the seventh conference, to be held in Dubrovnik, Croatia from 11 to 15 September 1996. The theme envisaged for the meeting should be given finishing touches and formulated more precisely. The aim is to focus reflection on interaction: school exchanges, cultural diversity and conflict-solving.

As for previous conferences, the planning and organisation of the conference will be entrusted to a small pilot group to which all propositions from all over the Network should be sent as soon as possible. These should concern the wording of the theme, the number and content of workshops to be planned, the responsibilities entrusted to working group leaders and new fields to be investigated such as, for example, bilingual education.

This pilot group will also be responsible, in association with the Secretariat, for monitoring the follow-up to the activities presented at the present conference and the implementation of proposed activities, and also for providing reliable preliminary information to the participants in the seventh conference. This effort of communication and synergy should make it possible to avoid repetition and to incorporate new members in the Network in a balanced way.

In her **closing address**, Mrs Verena Taylor thanked the working groups for the quality of their work and their reports.

The Network now constituted an active, practical reality, whose members had learned how to work together in a cordial and friendly atmosphere with a view to finding flexible formulae for interaction and co-operation which would be adapted to the processes of rapid change now faced, in differing degrees, by all education systems.

The Network's action was characterised by its continuity: continuity in its objectives, in conformity with the major Council of Europe guidelines and the Resolutions adopted in Madrid in 1994; and continuity in its manner of operating, particularly in its conduct of ongoing activities and projects.

However, this acceptance of continuity should not mean an easy-going installation in the repetition of set models; it represented a broader approach to the problem, deeper thinking and a gradual enrichment of content and working methods, with special attention to the needs and concerns of new Member States.

Here the Network had proved its ability to develop and had become aware of the need to extend its field of research and action by opening up new areas for action. The reciprocal trust, dynamism and spirit of information inspiring all the Network's members would certainly open up new prospects.

On behalf of the Council of Europe and all the participants, the most cordial thanks were expressed to all those who had been involved in the preparation, smooth functioning and final success of this meeting in Solothurn: Mr René Durussel, for his masterly skill as Chairman, the speakers who had presented the results of their studies and experiments, and Mrs Silvia Mitteregger and the ***CH*/Swiss Youth Exchanges** team for their work of co-ordination and organisation and their welcoming hospitality.

Appendix 1

Recommendations and suggestions by the working group on setting up a teacher training programme for school links and exchanges

The recommendations and suggestions below should serve as a basis for discussion by the expert group which will work on the setting up of a teacher training programme for school links and exchanges. The expert group might, as appropriate, include representatives of other networks, institutions or bodies such as ATEE.

Basic questions to be discussed

- Should one plan a complete training programme for teacher trainers (for example, in the form of seminars) or set up a structure which could meet specific needs and requests?

- Should training be designed for practitioners who are able to act as teacher trainers for school links and exchanges? Should one aim at trainers without any special knowledge of the subject? or should training be addressed to the two target groups?

Basic suggestions

- The programme should be based on the intrinsic principles of the "Framework for teacher training for school links and exchanges".

- It should be capable of covering all Council of Europe Member States. This means that it should be open and flexible, bearing in mind the very different ways in which education and training are organised in the different countries.

- It should comprise material which will encourage co-operation between teacher training institutions.

- It should be a continuing programme and should therefore provide for its own continuation.

- It should not only plan long-term seminars and continuing training courses but should include other activities:

  - consultant support for trainers preparing a training project,
  - participation of observers in a training project,
  - seminars to bring people together, etc.

- It should make it possible for school exchange training to be incorporated in other (international) training programmes and activities.

- It should comprise an evaluation of teacher training activities in this field.

Recommendations and suggestions on content

The following points should be discussed by the expert group which will prepare the teacher training programme for school links and exchanges.

- Regular contact should be established between the national liaison officers of the Council of Europe Continuing Teacher Training Programme (corresponding to the former CDCC system of fellowships for teachers) and the Network on school links and exchanges. This might be done by organising a joint meeting or inviting a representative of national liaison officers to meetings of the Network or the working group.

- A series of seminars for teachers actively engaged in school exchanges in four different European countries (two in Western Europe, two in Central and Eastern Europe) should be organised on lines which would provide for all member countries to be involved in the long term.

- Meetings might be prepared jointly by three or four Council of Europe Member States for teachers, school heads, administrative officers and trainers from these four countries, with a view to studying and developing international co-operation and educational partnerships between schools. Such meetings might also discuss a training module for school links and exchanges.

- Yearly or twice-yearly forums or conferences on the theme of teacher training for school links and exchanges, attended by all Member States of the Council of Europe, would aim to set up bilateral and multilateral co-operation between trainers and training institutions. Participants could thus discuss and perhaps agree on the content and organisation of the necessary bilateral and multilateral activities.

- Educational decision-makers, particularly as regards teacher training, should be convinced of the need to encourage and finance training in this field.

Appendix 2

Working documents (Workshop No. 4)
Norwegian programme of studies (extracts)

Introduction

(...) Training should promote democracy, national identity and international awareness, by developing solidarity with other peoples and respecting the environment shared by mankind. If training is to promote these objectives, a more thorough analysis must be made of basic values, what the human race stands for and the tasks required of education. (...)

Mankind's quest

Values

(...) Young people should learn that practices and customs change with the times, and that rules of life differ from one society to another. They should realise that moral concepts can be a source of conflict, but that they also change, and that reflection, criticism and dialogue can yield new models to govern social conditions and interpersonal relationships.

Training will be based on the concept of the equal value of all individuals and the inviolability of human dignity. It will strengthen faith in the uniqueness of each individual: everyone will be able to pursue his individual development, and the specificity of each individual will enrich and diversity society. Training should promote equality of the sexes and solidarity which transcends groups and frontiers. Knowledge will be presented as a creative and transforming force in respect of both individual fulfilment and human relations.

Cultural heritage and identity

(...) The development of individual identity is the result of a growing initiation into a whole heritage of behaviour patterns, standards and forms of expression. Training should therefore maintain and deepen pupils' knowledge of national and local traditions, the history of their country and the original features which provide its contribution to the world's cultural diversity.

(...) Cultural history also teaches us that contacts with different lifestyles can give rise to surprising combinations and clashes between different conceptions. A meeting of different cultures and traditions gives new momentum and also prompts critical reflection.

In Norway, schools cater for many pupils coming from linguistic and cultural minority groups. Training should provide information on other cultures and use the possibilities for enrichment provided by minorities and Norwegians who come from different cultural environments. Our knowledge of other peoples helps us to test both our values and theirs.

Education should combat prejudices and discrimination and promote mutual tolerance and respect between groups having different lifestyles.

Training will provide an opportunity of learning to work with different individuals and groups. But it should also indicate latent conflicts where different cultures meet. Freedom of thought means not only breadth of mind in respect of different viewpoints, but also the courage of one's convictions, the assurance required to be alone in one's view, and the strength of

character to think and act according to one's convictions. Education should develop strong individuals capable of defending their own rights and those of others and of taking action against violations of rights. (...)

People at work

Technology and culture

(...) Technology, in the broad sense of the term, has left a deep imprint on interpersonal relations, in the division of labour, the relation between forces, in class differences and in wars.

Generally speaking, technological progress has meant that human life is conditioned less by nature and more by society. However, technological progress is a double-edged tool, since people have contrary aims: human life has been made easier with new possibilities of constructive activities - but technology has also made it possible to devastate and destroy on a large scale. New weapons have extended the scope and increased the dimensions of conflicts. (...)

The teacher's role

(...) Even with a shared culture, there are differences between individuals depending on their social background, sex and the local community to which they belong. What some people see as a striking example or an ideal model can be for others meaningless. What pupils bring with them from their homes or previous schools decides what examples and explanations will be meaningful for them. Pupils with different cultural backgrounds do not share the same Norwegian heritage. A good teacher will therefore employ many different images to bring out analogies and will look for illustrations in the everyday life of the different pupils and the different experiences of young people. (...)

Enlightenment

Internationalisation and a knowledge of traditions

(...) Exchanges between nations - of ideas and technology, money and products, light and heavy equipment and machines - have become increasingly widespread, substantial and inevitable. Our natural environment is exposed to pollution from other countries, our economy is subject to competition from the world market and the mass media bombard us simultaneously with news and fiction.

This creates new training challenges: how to combine technology with a human approach, develop a highly skilled labour force capable of being retrained and combine international horizons with national specificities. (...)

Information networks are being increasingly set up which link organisations and firms, countries and continents. Norway's ability to take its place and participate so as to promote welfare and safeguard the environment, depends on the contributions that Norway can make to international society and the desire of other countries to use them. Here a sound knowledge of other countries' culture and language is essential.

An international learning culture unites the human race thanks to the development and use of new skills which will improve living conditions. Adults and adolescents alive today must acquire a breadth of view and knowledge which will enable them to contribute to such common efforts - particularly efforts which can help the world's poor populations. They must be informed of the relations governing society and nature, but that is not enough: they must also be concerned with other people and the shared environment. (...)

Training will therefore inculcate full holistic knowledge. It will show how knowledge has developed over a long creative process spreading over several generations and across several frontiers. It will inculcate respect and esteem for the achievements of our forebears and make us place ourselves in a historical process.

In a word, a sound general culture shows how the development of know-how, experience and knowledge is one of the most fantastic joint achievements of the human race -both historically and throughout the world. It stimulates abilities and attitudes which will afford even richer possibilities of growth to future societies. (...)

The environment

(...) Man is part of nature and continually makes choices involving consequences not only for his own well-being but also for that of other people and for the natural environment. These effects go well beyond the frontiers of each country and extend over generations. Lifestyles influence health; consumption in one country causes pollution in other countries; the waste we create will be the next generation's problem.

Natural sciences, ecology and ethics

Knowledge and research have improved the health of human beings, raised their living standards and increased their welfare in large parts of the world, but they have also accentuated the inequalities of human society and the threats to nature. (...)

Man, the environment and conflicts of interest

(...) Our lifestyle and form of society have had seriously threatening effects for the environment, and this creates conflicts between groups and countries. The consequences of recourse to science have spread and became more complex. We must therefore learn more about major contexts which are "all of a piece", by using a multidisciplinary method and encouraging a general approach regardless of frontiers.

(...) The interaction of the economy, the environment and technology faces our time with special challenges of a cognitive and moral nature in the interests of ensuring sustainable development. Development must take account of the restrictions imposed by nature, resources, the technological level and social conditions of societies and on the conflicts which break out when environmental considerations take priority. From the political point of view, development should be slanted towards the ability of the biosphere to support the effects of human activities. With sustainable development, ethical training inculcating solicitude for and solidarity with the world's poor must be a basic principle. (...)

Man as an integrated whole

Training has several apparently contradictory objectives:

- (...) breaking with egocentrism and a belief in "might is right" - while at the same time giving people the strength to stand up for their opinions, to be in opposition, to avoid slavish acceptance of other people's opinions or giving into them,

- developing free, independent individuals - who will also be able to co-operate and work in a team,

- making each participant aware of his/her uniqueness and the differences which make him/her a source for others - while at the same time teaching the common core of knowledge and skills which will help us to work with others and thus contribute to the development of society (...)

- learning more about and cultivating the national heritage and local traditions so as to conserve identity and originality - while also opening up to other cultures so as to welcome the many and varied forms of human expression and draw conclusions from the contrasts which appear,

- giving an insight into the history of mankind which is rife with conflicts and into the progress achieved in the past - and also the crises and possibilities inherent in our time. (...)

Training should strike a balance between the dualism of objectives. (...)

Where increased knowledge confers greater power, stress should be laid on the responsibility implied by power. (...)

Training should teach young people to take moral responsibility and show a critical spirit towards society and the world in which they live. The ultimate aim of training is to encourage each individual to achieve self-fulfilment, in every way which can possibly benefit the community: and to introduce generosity and humanity into a changing society.

NORWAY, Royal Ministry of Education,

Research and Church Affairs

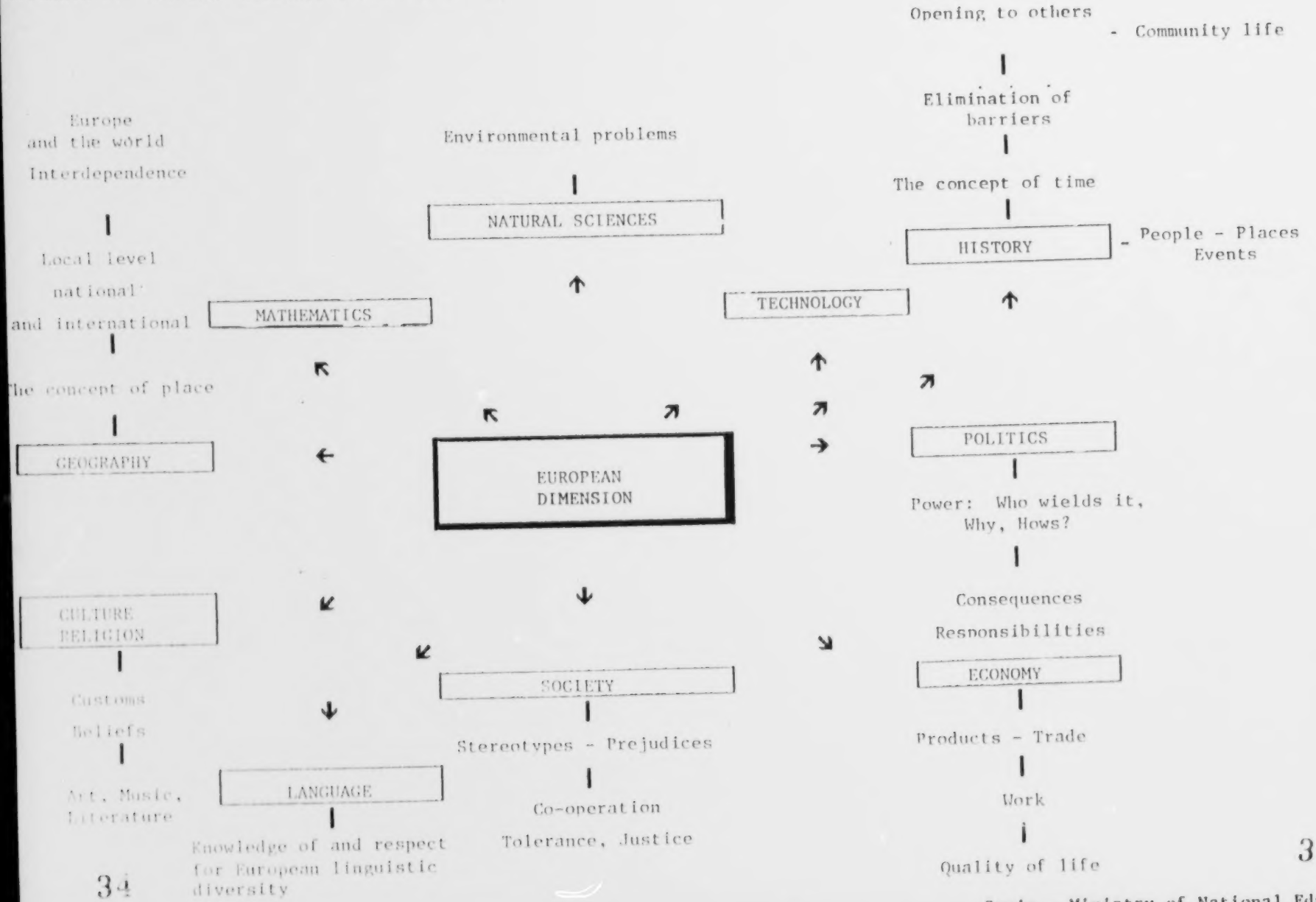
Appendix 2: Working documents (Workshop No. 4)

Purpose of education
fulfilment of the pupil's personality

MORAL AND CIVIC EDUCATION - Recognition and assimilation of university recognised values - Development of moral judgment - Working out and respecting fair rules for community, life - Encouraging behaviour patterns in line with these principles and rules	**PEACE EDUCATION** - Taking account of socio-cultural and economic imbalances as factors making for conflict - Respect for and a reaffirmation of the individual, "other" races and cultures	**EDUCATION FOR EQUALITY OF OPPORTUNITY BETWEEN THE SEXES** - Accepting the individuality of each human being - Equality of training and vocational prospects	**ENVIRONMENTAL EDUCATION** - Environmental awareness at the world-wide level and heightening awareness of the problems involved - Co-operation to present environmental hazards
CONSUMER EDUCATION - Understanding the relation between production and consumption - Clear conception of the consumer's rights and duties	PROJECT: EDUCATIONAL PROJECT: PARTICIPATION BY PROJECT: DISCIPLINE PROJECT: SCHOOL HOLIDAYS (3rd and 6th primary grades) DISCOVERY CLASSES IN ANOTHER ENVIRONMENT (5th and 6th primary grades) INTERNATIONAL PUPIL EXCHANGES (secondary, general and vocational education) ENVIRONMENTAL EDUCATION CENTRES (secondary education) ABANDONED VILLAGES (3rd and 4th secondary grades and up to university) EUROPEAN UNION YOUTH EXCHANGES (secondary education, tourism schools, language schools, art schools, adult education)		
HEALTH EDUCATION - Knowledge of and respect for one's body - Study of the effects of specific types of behaviour on health and the quality of life			
ROAD SAFETY - Land use planning - Heightening users' awareness and sensed responsibility: pedestrians and drivers			

SPAIN Ministry of National Education
Department of pupil activities

APPENDIX 2: Working documents (Workshop No. 4)



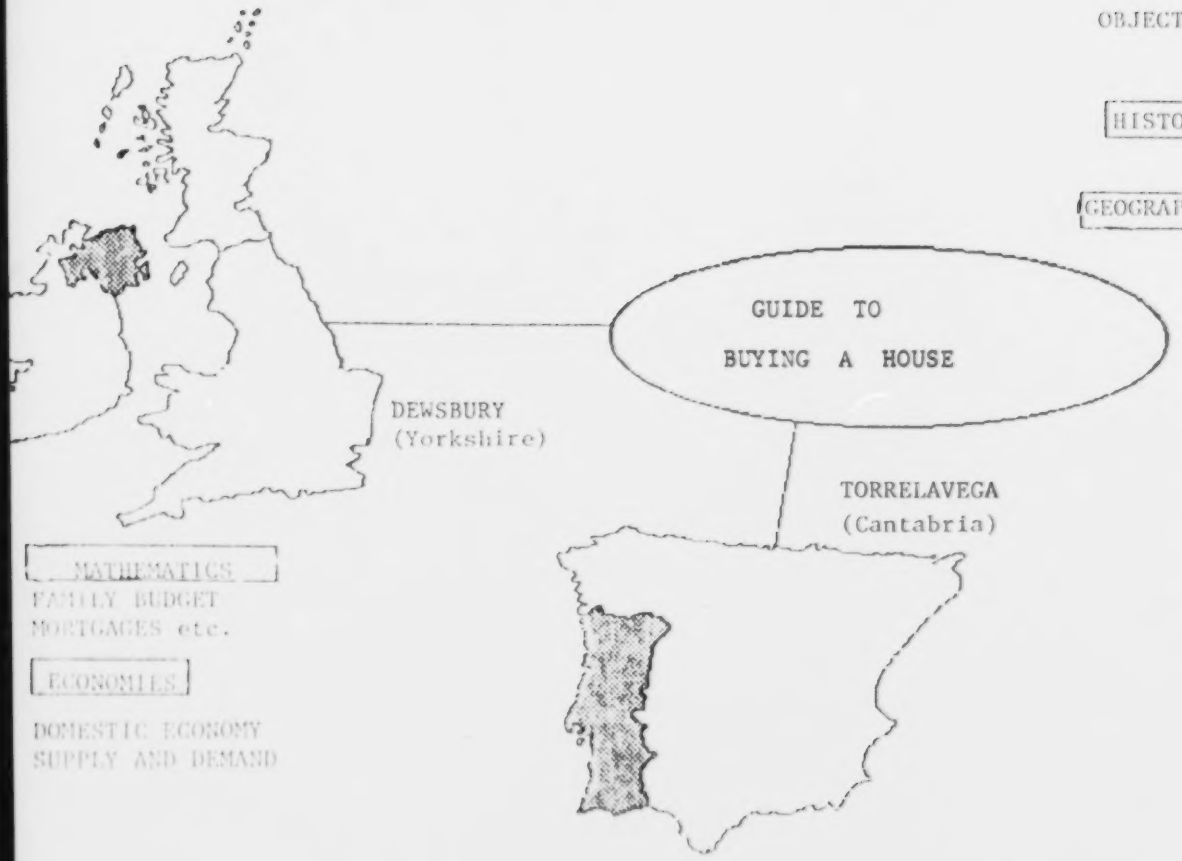
APPENDIX 2: Working document (Workshop No. 4)

SPANISH - BRITISH SCHOOL EXCHANGE

OBJECTIVE: PREPARING A COMMON DOCUMENT

HISTORY — SOCIOCULTURAL DATA

GEOGRAPHY — STUDY OF COMMUNICATION
ENVIRONMENT



MORAL AND CIVIC EDUCATION
EQUALITY OF OPPORTUNITY
PEACE EDUCAITON
ENVIRONMENT
CONSUMPTION
ROAD SAFETY

MATHEMATICS
FAMILY BUDGET
MORTGAGES etc.

ECONOMICS
DOMESTIC ECONOMY
SUPPLY AND DEMAND

SPAIN Ministry of National Education
Department of pupil activities

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